

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 12 Narrative Poem

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In module 12, narrative poem, learn how to tell a story using the rhythm, structure, and language of poetry. They combine elements of storytelling—like characters, setting, and plot—with poetic devices such as rhyme, repetition, and figurative language. This helps them develop both their creative writing and their ability to convey meaning in a condensed, expressive form. Writing a narrative poem teaches students to focus on word choice and pacing, as they work to move the story forward while maintaining a poetic flow. It also strengthens their ability to blend imagination with structure, making their writing both engaging and meaningful.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.WP.5.4.B

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4.A

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Consider audience, purpose, and intent before writing.

L.KL.5.1.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

SL.PE.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

W.NW.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5

NJ Standards

Critical Knowledge & Skills

Possible Resources & Activities

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<p>-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic</p>	<p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Review what students have already learned about writing poetry Read several narrative poems Discuss how a narrative poem in different from other types of poetry Recognize graphic elements in poetry Recognize examples of poetic techniques, including figurative language Demonstrate understanding of poetic terms and techniques Set goals for writing Brainstorm topics for a narrative poem Commit to a topic Draft poetry with a beginning, a middle, and an end Combine the techniques of poetry with those of a narrative to write a poem <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Section of graphic organizer Turn, talk, and share Thumbs up/down Catch and Release Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>Words with Wings</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Graphic Organizer Writer's Notebook Classroom materials Anchor Chart (Elements of Poetry) (Elements of Figurative Language) (Narrative Elements) Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate rubric Model how to understand the writing process Model how to write the main idea and supporting evidence using HMH texts Targeted Grammar Support
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experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences

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	<p>among ideas presented; and provide a list of sources.</p> <p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><u>Lessons 6-10</u></p> <p>-Prewriting II: Narrative Structure -Drafting I: Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation</p>	<p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B</p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p> <p>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Recognize rhyming words Differentiate rhyming schemes Generate questions about narrative poem and conference with the teacher as necessary Create an appropriate organizational structure for a narrative poem Continue writing Add a conclusion to a draft Finish draft of a narrative poem Use feedback from peers to clarify a poem's meaning and enhance its style Add elaboration to drafts Add poetic details to drafts Revise drafts using vivid verbs Give and receive peer feedback Discuss revision suggestions using academic language <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>Words with Wings</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Graphic organizer Writer's Notebook Anchor Charts (Elements of Figurative Language) Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate rubric Model how to understand the writing process Model how to write the main idea and supporting evidence using HMH texts Display and engage worksheets Small Group Conferencing Meet with teacher for one on one conference as students go through the writing process

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	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>	<ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	
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	<p>W.SE.5.6</p> <p>Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</p> <p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing -Revising III:</p>	<p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Create characters with “life” ● Revise character descriptions as needed 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Words with Wings</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook

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<p>Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</p>	<p>a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B</p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p> <p>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over</p>	<ul style="list-style-type: none"> ● Distinguish between action and existence verbs ● Revise drafts based on action and existence verbs ● Edit drafts for proper grammar, usage, and mechanics ● Create a title for a narrative poem ● Publish final copy on computer software ● Explore publishing options ● Share writing ● Participate in a collaborative discussion about writing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Peer Review ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Editing Checklist) (Tips on How to Present) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Clocking Activity/ Check list
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extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

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	L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)